

THE UNIVERSITY OF SANTA CLARA BULLETIN
GRADUATE SCHOOL OF HUMANITIES



UNIVERSITY OF SANTA CLARA



GRADUATE SCHOOL OF HUMANITIES 1976-77



NOTICE OF NONDISCRIMINATORY POLICY ★ ★ ★ AS TO STUDENTS ★ ★ ★

The University of Santa Clara admits students of any race, religion, sex, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, religion, sex, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other university-administered programs.



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CALENDAR 1976-77*

FALL QUARTER

September 18-22	Registration.
September 23	Instruction begins.
October 8	.....	Last day to file candidacy for degrees to be awarded December
1976.		
November 25-26	.....	Thanksgiving recess.
November 27	.....	Comprehensive exam in Counsel. Psych.
December 6-10	.....	Quarter final examinations.
December 14	.....	Quarter grades due.

WINTER QUARTER

December 11- January 3	.....	Registration.
January 3	.....	Instruction begins.
January 15	.....	M. L. King's birthday, holiday.
February 21	.....	G. Washington's birthday, holiday.
February 22	.....	Last day to file candidacy for degrees to be awarded June, 1977.
February 26	.....	Comp. Exam in Counsel. Psych.
March 15-18	.....	Quarter final examinations.
March 22	.....	Quarter grades due.

SPRING QUARTER

March 12-28	.....	Registration.
March 28	.....	Instruction begins.
April 7	.....	M.A. theses due for June degrees.
April 8-11	.....	Easter recess.
May 28	.....	Comp. Exam. in Counsel. Psych.
June 7-10	.....	Quarter final examinations.
June 11	.....	126th Commencement.
June 16	.....	Quarter grades due.

*All dates are inclusive dates. Graduate students taking undergraduate courses follow the undergraduate calendar.

SUMMER SESSION

May 7-June 20Registration.
June 20Instruction begins.
July 29Summer session ends.



1976

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HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara or Santa Clara College as it was first known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians.

In 1851, the new Dominican bishop of San Francisco, Joseph Sadoc Alemany, asked the Jesuit Father John Nobili, formerly of the Oregon Missions, to begin a college at the Mission of Santa Clara. During the first academic year, 1851-52, Father Nobili and a faculty of three other Jesuit priests and four competent lay professors gave instruction to twenty-six students in arts, sciences, music and drama.

April 28, 1855, Santa Clara College received its charter from the State of California.* Slow but steady growth followed and distinguished graduates became prominent members of California life. However, it was not until the Schools of Law and Engineering were founded in 1912 and the courses in the Humanities and Sciences were expanded that the College became the University of Santa Clara.

Meeting the demands of urban growth in the Santa Clara Valley, the courses in commerce and finance were likewise amplified in 1926 and the University's School of Business Administration began. The Graduate School of Business and Administration was started in 1958 in recognition of the continuing important growth of the region as a business and financial center.

From the 1930's through World War II, the University's enrollment was relatively stable. With the return of many war veterans came an enlarged student body, new resources and an expanded curriculum that led Santa Clara into a new era of rapid growth and development.

From the post-war period to the present, the face of the campus has been changing and expanding. Thanks to the generous support of many friends, nineteen buildings have been added and, today, three new facilities—the Louis B. Mayer Theatre, Student Activities Center and Cowell Student Health Center—are scheduled for completion in mid-1975.

In 1961 the University announced a major change in policy and accepted women students for the first time in its 110 year history and quickly became fully coeducational.

Although the student body has grown rapidly in the past decade, it has been held at a relatively small size—3200 undergraduates and 3400 graduate and law students.

*THE UNIVERSITY'S LEGAL NAME is: *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California*. For the information of individual, corporation and foundation donors who wish the tax-benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501(c) (3) (ii) tax-exempt organization and also as not a private foundation under Section 509(a) of the IRS code.

In the same decade the number of courses taught has more than doubled and there has been a proliferation of opportunities for individual study and research, including off-campus work/study programs.

In 1964 the University adopted an academic plan and calendar which divides the school year into three eleven-week terms and limits the number of courses a student may take to three or four in each quarter period.

As an independent, tuition and gift supported university, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student and for values in education.

LOCATION

The University of Santa Clara is 46 miles from San Francisco near the southern tip of the Bay in an area that is rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry and of professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County are within one hour's travel by bus, train or car. In the opposite direction, about thirty minutes away, are the beaches of Santa Cruz on the Pacific Ocean, and less than two-hours drive from the campus is world-famous Monterey Peninsula and Carmel.

The University is accessible by major airlines via San Jose Municipal Airport just three miles away and via San Francisco and Oakland International Airports.

Climate

Santa Clara has a moderate Mediterranean climate. Over a period of 67 years the average maximum temperature was 71.4° and the average minimum 41.6°. The sun shines an average of 293 days a year and the average annual rainfall is about 15 inches.



A STATEMENT OF PURPOSE

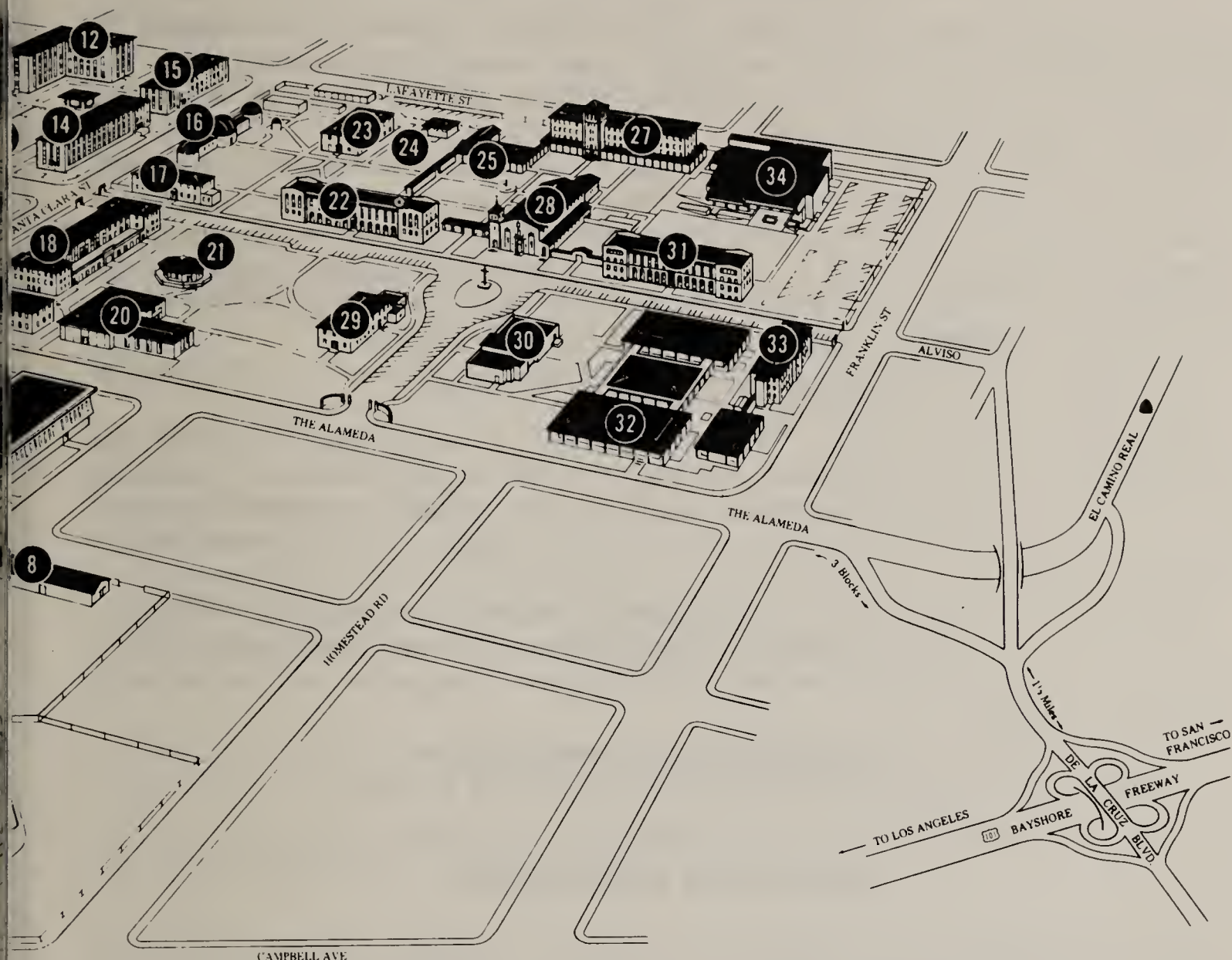
Inspired by the love of God through human service and the desire to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, the University of Santa Clara declares its purpose to be the education of the human person in the context of its Catholic and Jesuit tradition.

The University is thus dedicated to:

- the continuing development of a community of highly qualified scholars, teachers, students and administrators committed to an uncompromising standard of academic excellence;
- providing an education that, in its emphasis on undergraduate education and in its pursuit of selected high quality graduate and professional programs consonant with such an education, stresses the development of moral as well as intellectual values, an education of the whole person, an education constantly seeking to answer not only "what is" but "what should be";
- the continuing development of an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious commitment, yet a community that is enriched by men and women of diverse religious and philosophical, as well as social and racial backgrounds, a community opposed to narrow indoctrination or proselytizing of any kind, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;
- offering an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to develop fully as persons, but also to demonstrate the unity of all forms of knowledge and to enable students to assume roles of leadership in the modern world;
- encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods-courses and methods that not only stimulate the acquisition of knowledge, but the creative use of knowledge;
- the continuing development of an academic community in which students, teachers and administrators dedicated to academic freedom and united in the search for truth, are actively involved in formulating and implementing the University's policies.

Board of Trustees
University of Santa Clara
January 22, 1975

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|-----------------------------------|------------------------------------|
| 20 Heafey Law Library | 30 De Saisset Art Gallery & Museum |
| 21 Admissions Center | 31 O'Connor Hall |
| 22 St. Joseph's Hall | 32 Daly Science Center |
| 23 Varsi Hall | 33 Alumni Science Hall |
| 24 Restrooms | 34 Mayer Theatre |
| 25 Adobe Lodge - Faculty Club | 35 Cowell Student Health Center |
| 26 Univ. Day Care Center | 36 Leavey Activities Center |
| 27 Nobili Hall — Jesuit Residence | 37 Fine Arts Building |
| 28 Mission Santa Clara | 38 Ballet Building |
| 29 Walsh Administration Building | 39 Music Building |

THE GRADUATE SCHOOL OF THE COLLEGE OF HUMANITIES

Although the College of Humanities of the University of Santa Clara considers its primary purpose to be that of providing the very best liberal education for the undergraduate student, it also recognizes the growing need in society for advanced professional and graduate degrees.

Graduate study, therefore, in the College of Humanities is designed to qualify candidates for a California Teaching Credential, specialist credentials in the areas of school counseling, the teaching of reading, and the teaching of learning handicapped individuals, the Master of Arts in Education, the Master of Science degree in the Teaching of Mathematics, and the Master of Arts in English, in History, in Counseling Psychology and in Marriage and Family Counseling.

The Master of Arts in Education includes specialized programs in the teaching of English, History, Reading, and in Special Education.

The Master of Arts programs in English and in History are designed to provide the candidates with a comprehensive knowledge of their subject fields and to instruct them in the techniques of scholarly research. Successful candidates ordinarily proceed to faculty appointments in the community college or to doctoral studies at another institution.

The Master of Science in the Teaching of Mathematics is a program offered conjointly by the departments of Education and Mathematics and is designed for both prospective and experienced teachers of Mathematics in secondary education and in community colleges.

The Master of Arts in Counseling Psychology and in Marriage and Family Counseling are specialized programs offered by the Department of Education.

STUDENT RECORDS

The following disclosures regarding a student's University records are given in compliance with the Family Educational Rights and Privacy Act of 1974 and are available for inspection as listed below:

- a. Official academic records, including application forms, admissions transcripts, letters of acceptance and a student's Permanent Academic Record are on file and maintained in the Registrar's Office.
- b. Working academic files are also maintained by each Dean of a School or College in their respective offices.
- c. Records related to a student's non-academic activities are maintained in the Dean of Students Office.
- d. Records relating to a student's financial status with the University are maintained in the Controller's Office.

The following types of records are *excluded* from inspection by provisions of the law; namely those created or maintained by a physician, psychiatrist or psychologist in connection with the provision of treating a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded under this same provision.

SUMMER SESSION

Graduate-level summer courses in the College of Humanities are offered by the Departments of Education, History, English, and Mathematics.

Institutes and workshops of one to seven weeks duration are presented in education, counseling, writing, mathematics, political and social science. These are of particular value to teachers and graduate students.

Further information may be obtained from the Summer Session Office or the Office of Graduate Humanities.

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS PERTINENT TO THE GRADUATE SCHOOL OF HUMANITIES

Accredited by the Western Association of Schools and Colleges

Member American Council on Education

Member Council of Graduate Schools in the United States

Member Association of American Colleges

Accredited by the California State Board of Education

RIGHTS RESERVED

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

NONDISCRIMINATION POLICY

The University of Santa Clara admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at this University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.



Graduate Programs Admissions Information

GENERAL ADMISSION REQUIREMENTS

Admission to the Graduate Division of the College of Humanities is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character. All applicants must have had at least a "B" average in their undergraduate work.

A substantial amount of previous graduate work with a 3.00 grade point average will in certain cases compensate for a grade point deficiency in undergraduate work.

A student who has been disqualified in any college or school of the University of Santa Clara is ineligible for admission to the College of Humanities.

Foreign students must demonstrate ability to speak and write English fluently and correctly.

Evidence of good citizenship and moral integrity, if requested, is ordinarily provided by letters of recommendation. Such letters are not required of applicants holding a bachelor's degree from the University of Santa Clara.

Admissions Process

The applicant may file his application form at any time.

No action can be taken by the Committee on Admissions until official transcripts of the applicant's previous academic work have been received. Absolutely essential are transcripts from the institution which awarded the applicant his bachelor's degree and those from institutions in which the applicant has done graduate study. The applicant is responsible for seeing that these transcripts are sent directly to the Office of the Dean of Graduate School of Humanities.

Once the application form and transcripts have arrived, the Committee on Admissions will accept or reject the applicant. Notice is sent by mail at once. No specific reasons will be given in the case of rejection and no information will be given by telephone.

Non-matriculated or special students, i.e., those not seeking a degree from the University but wishing to take certain courses in the Graduate School, should file special admission forms in the Office of the Dean within one week before the beginning of the term. A five-dollar service fee will be charged to cover costs of keeping records.

ENTERING NEW COURSES

Students may enter a course for the first time only during the first week of classes of the term.

TRANSFERRAL OF CREDIT

Up to nine quarter units (equivalent to three courses at Santa Clara) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at the University of Santa Clara, providing the following stipulations are met:

- a) Grades of A or B must have been earned in the graduate courses that are being considered.
- b) Only those courses that could normally appear on the student's program of studies at Santa Clara are eligible for transfer credit.
- c) Extension and Continuing Education credits are, under usual circumstances, ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
- d) Only academic work is to be considered for transfer credit. Work experience, missionary experience, teaching experience, and similar experiences are not appropriate for granting graduate credit at Santa Clara.
- e) Graduate work that was completed five or more years prior to the date appearing on the student's letter of acceptance are, under usual circumstances, ineligible for transfer credit. At the advisor's discretion, a particular course that is five years or older may be required to be repeated.

LEAVE OF ABSENCE OR WITHDRAWAL

When a student withdraws from the University or from a class, he must fill out a Withdrawal Form and report to the Director of the Graduate Division. This cannot be done by mail or by telephone but must be done in person.

A matriculated student who interrupts his course of studies for up to one year need not re-apply on his return. *Summer session is not considered a "term."*

A matriculated student who interrupts his course of studies for more than one year must withdraw from the University. In order to return, he must file a new application form, but without fee. Such application forms should be filed at least one month before the term of registration.

Withdrawal forms are obtainable in the Office of the Registrar. Students who interrupt their course of studies and fail to file a withdrawal form are liable to be refused re-admission.

Non-matriculated or special students must file forms in the Office of the Dean each and every time they wish to register for a term.

INCOMPLETES

A student's work may be reported incomplete if, due to unavoidable circumstances, some essential portion of his work in the course remains unfinished after the final examination. In order for a grade to be posted on the student's transcript the unfinished work must be completed to the satisfaction of the instructor within one year after the beginning of the next regular term.

GENERAL REQUIREMENTS FOR A GRADUATE DEGREE

The minimum number of graduate quarter-units of credit required for the Master of Arts degree or for the Secondary Credential is 45. The maximum is 60. Course requirements are described under each program heading in the following pages.

For the Master of Arts degree, for the M.S.T.M. and for the Secondary Credential the candidate must maintain a 3.00 grade point average.

Any student receiving a grade of D or F or who fails to maintain the required grade point average will be disqualified.

No more than nine quarter-units of credit earned as a non-matriculated student may be applied toward a degree program.

No student will be permitted to carry more than 15 graduate quarter units in a single term. No student may carry more than nine quarter hours during the summer session at Santa Clara. Any student carrying less than nine quarter hours will be considered a part-time student.

All requirements for any degree must be completed within a five-year period.

CHALLENGING COURSES

Under certain conditions, with the approval of the instructor, program director, and dean, students may challenge a course. Credits earned by challenge, however, will not fulfill degree or credential requirements.

MARKING SYSTEM

A student's grade of scholarship is given according to the following marks:

A	Excellent	D	Inferior	P	Pass
B	Good	F	Failure	N/P	No credit
C+	Above Average	I	Incomplete	+	Credit
C	Satisfactory	W	Withdrawal	—	No credit

To determine a numerical average, 4 grade points are assigned for each A, 3 for a B, 2.5 for a C+, 2 for a C, 1 for a D, and 0 for an F. To arrive at the grade-point average, the total earned grade points are divided by the number of courses which have been undertaken. A C average is 2.0.



Financial Information

TUITION AND FEES

Application Charge\$20.00

This charge is to be sent with each application form and is not refundable.

Registration Fee5.00

This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.

Tuition, per graduate quarter unit54.00

Tuition, per undergraduate term course270.00

Graduation fee for those receiving the Master's Degree25.00

Graduation fee for those receiving the teaching credential.....15.00

Deferment Service Fee.....10.00

Refund of Tuition

Any student withdrawing during the first week of the term; i.e., seven days after the first scheduled class meeting, will receive a refund of one-half of the tuition. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Dean of the School of Humanities will determine the refund, not the date of last attendance by the student.

No refunds will be made by virtue of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

Financial Aids

Financial assistance at the University of Santa Clara is awarded on the basis of demonstrated leadership and character, superior academic record, and financial need. Assistance generally is categorized as scholarships, loans, deferred payment plans and jobs.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students of the Graduate School of Humanities are the National Defense Student Loan program, United Student Aid Funds Inc., and Federally Insured Loans. Application forms and further information may be obtained from the Office of Financial Aids, University of Santa Clara.

Scholarships and Fellowships

California State Graduate Fellowships. California residents who have need of monetary assistance and who intend to teach in higher education are eligible. These scholarships pay tuition and mandatory fees.

Edwin J. Brown Fellowship. A perpetual fellowship provided by a gift from Edwin J. Brown, Professor Emeritus of Education. This fellowship provides full tuition and cash proceeds from the endowment. It is awarded annually to a male, full-time graduate student in the Teaching Credential program.

Qualifications: Besides the conditions laid down by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before January 15.
3. Scholarships may be cancelled at any time for serious infractions of the rule and regulations of the University.
4. As a general rule, undergraduate applicants receive priority considerations for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Veterans and Veterans' Dependents Assistance

The University of Santa Clara is listed by the Veterans Administration as qualified to receive students under Chapter 34 (veterans), Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100% disabled; widow of any person who died in the service or died of a service connected disability, or the wife of a veteran with a 100% service-connected disability) and Chapter 31 (rehabilitation). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The State of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, Ca. 94102.

Information regarding these programs may be obtained from the University of Santa Clara veterans' counselor located in the Registrar's Office, Delia Walsh Hall.



GRADUATE PROGRAMS

DEPARTMENT OF EDUCATION

THE TEACHER EDUCATION PROGRAM

Director: Jo Ann Vasquez, Ph.D., Assistant Professor of Education

Purpose

The Teaching Credential Program is designed to meet California State Credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act. The University of Santa Clara is approved by the Commission for Teacher Preparation and Licensing to recommend qualified candidates for multi-subject and single-subject credentials. Detailed information concerning the credential itself appears at the end of this section (see p. 20).

Please note the distinction between the Pre-Service Teaching Credential Program and the In-Service Teaching Credential Program:

The *Pre-Service* Program is designed for undergraduate and graduate students who have not had teaching experience, nor have completed a course in directed teaching. The student must begin this program in the Fall Quarter.

The *In-Service* Program is designed for teachers who have already completed their directed teaching or have been employed as teachers and are seeking to complete the required fifth year for a Life Credential.

Since the California Teacher Preparation and Licensing Law of 1970 is in the process of being implemented, prospective Pre-Service and In-Service Program candidates are advised to contact the Director of Teacher Education regarding their respective programs.

Admission Requirements (Graduate Students, Pre-Service Program)

Admission requirements for the credential program are as follows:

1. Academic achievement: the candidate must have an overall grade point average of 2.75 and a 3.0 in his major. The candidate must possess an acceptable major, that is, one which the University of Santa Clara is approved to recommend for a credential.
2. Mental, emotional, and physical fitness.
3. A positive attitude toward the teaching profession and its responsibilities.
4. A demonstrated competence in reading, writing, and speaking English as attested to by coursework or at least two full-time faculty members.
5. A written statement confirming absence of criminal conviction that would preclude the issuance of a credential.
6. Written recommendations: three letters of recommendation from any of the following:

University of Santa Clara professors from the student's major field, former employers, professional persons, teachers in elementary or secondary schools under whom the student has completed practicum work.

7. Interviews: with the Director of Teacher Education and another full-time faculty member of the Education Department.
8. Verification of successful practicum work and/or experience with children or youth groups.

Final Deadline for admission: May 1, for Fall Quarter entry.

Since the Pre-Service Program is limited in enrollment, accepted candidates must reserve a place in the program by depositing \$50 before June 1. This non-refundable deposit will be applied to the candidate's tuition.

PRE-SERVICE PROGRAM

The Pre-Service Program is designed to maximize experience in the schools, and to integrate theory with practice. The program requires enrollment as a full-time student and includes 1) experience in the classroom, 2) foundation core studies, and 3) supportive course-work to meet specific needs. Courses required of all Pre-Service students:

ED 320, 321, 322

The experiential sequence provides for full-morning participation in classrooms in the public schools throughout the program.

ED 250, 251, 252

This foundation sequence draws from the disciplines of philosophy, psychology and curriculum. Attention is focused on topics related to the teaching-learning process.

The reading sequence is composed of appropriate reading and literature courses for multi-subject and single-subject candidates. These reading courses involve field experience.

Additional courses may be recommended according to the student's level of specialization.

IN-SERVICE PROGRAM

A program of studies for each individual student will be prepared in consultation with the Director of Teacher Education. The program is designed for students who already have teaching experience and/or education courses. The program *does not* include the educational foundations sequence (ED250, 251, and 252) nor the experience sequence (ED320, 321, and 322). The program will total 45 quarter units beyond the B.A. degree. In-service candidates must take a minimum of 24 quarter units at Santa Clara. Candidates may wish to consider applying for admission into one of

Santa Clara's M.A. programs in order to satisfy two objectives (credential *and* M.A. degree).

The program may be completed on a part-time basis, as all courses in the In-Service program are offered late afternoons and evenings. Applicants are accepted during any quarter.

Courses required of *all* In-Service students:

ED200 Psychology of Interpersonal Communications
ED270 Basic Issues in Education

and one of the following:

ED214 Development of the Young Child
CPSY215 Psychology of Family and Youth
ED217 Social Learning Theory
CPSY218 Basic Concepts of Counseling

Additional courses to complete a total of 45 quarter units may be selected from the following courses:

* = prerequisites

ED 214 Psychology of the Young Child
CPSY 215 Psychology of Family and Youth
ED 217 Social Learning Theory
CPSY 218 Basic Concepts in Counseling
ED 220 Research Methods
ED 230 Survey and Guidance of Exceptional Individuals
ED 234 Curriculum & Instruction in Elem. Sch.: Reading/Lang. Arts
ED 240 Introduction to Learning Handicapped
ED 241 Diagnosis & Prescrp. for Learng. Handicapped (*240)
ED 242 Intervention & Remed. for Lrg. Handicapped (*241)
ED 246 Multisensory Learning
ED 247 Measurement, Mgmt., & Materials for non-conventional Learners
CPSY 272 Culture, Conflict, & the Individual
CPSY 273 Family as an Institution
ED 283 Reading in Secondary Schools
ED 284 Reading in the Elementary Schools
ED 285 Children's Literature
ED 286 Adolescent Literature
ED 301 The Reading Process
ED 307A Measurement and Evaluation of Reading
ED 350 Diagnostic Techniques for Reading (*283 or 284 *and* 307A)
ED 351 Prescribing for Reading Growth (*350)
ED 352 Reading in the Content Areas
ED 355 Law, Youth, and Education

Any upper division academic course is applicable.

Concurrent Credential Program: Multi-subject or Single-subject Credential *and* the Credential in Teaching the Learning Handicapped.

Candidates who are interested in arranging a concurrent credential program in which two credentials can be earned in either the multi-subject or single-subject areas and in the teaching of students who are learning handicapped should contact either the Director of the Teacher Education Program (Dr. Jo Ann Vasquez) or the Director of the Learning Handicapped Program (Ms. Joyce Gerard).

TEACHING CREDENTIAL INFORMATION

The minimum requirements for the Single-Subject and Multi-Subject Credentials that are granted under the Teacher Preparation and Licensing Law of 1970 (commonly referred to as the Ryan Act) are as follows:

1) A baccalaureate degree or higher degree, except in professional education, from an approved institution.

2) A fifth year of study to be completed within five years of the first employment of the certified employee.

3) An approved program of professional preparation.

4) Passage of a subject-matter examination, *or* holding a baccalaureate degree when the subject matter of the degree is the same as one of the subject matter examination categories.

5) Demonstration of a knowledge of the various methodologies of teaching reading by successful completion of an approved program of study (not to exceed ten quarter units) or passage of an approved reading examination.

6) Completion of the equivalent of one semester unit of Health Education.

I. Single-Subject Credential Program

Under the Ryan Act, there is no longer a Secondary Credential; in its place is the "Single-Subject Credential" which will allow its holder to teach only in a specific subject area. The law has specified 14 such areas: 1) English, 2) Physical Science, 3) Mathematics, 4) Social Science, 5) Industrial Arts, 5) Physical Education. 7) Business, 3) Music, 9) Art, 10) Home Economics, 11) Foreign Languages, 12) Life (natural) Science, 13) History, 14) Government.

II. Multi-Subject Credential Program

Under the Ryan Act, there is no longer an Elementary Credential; in its place is the "Multi-Subject Credential" which qualifies the holder to teach any subjects in a self-contained classroom from the Kindergarten through 12th Grade. To fulfill academic requirements for this credential, undergraduates can be declared humanities majors. A pre-designed program includes a minimum of 32 quarter units, or approximately seven courses, taken in *each* of the following areas:

1) English and communication studies, 2) mathematics and physical and life sciences, 3) social sciences, and 4) humanities and fine arts including foreign languages. Students who do not wish to become humanities majors, but wish to obtain a Multi-Subject Credential, will be required to take the Commons Examination which consists of English, social studies, and mathematics and science. In addition to professional education courses, students will be required to

accomplish student teaching, and a knowledge of teaching methodology in reading must be demonstrated either through completing a course or passing an examination.

A student who wishes to qualify for a Multi-Subject credential and follow another major, may do so by meeting the course requirements for the humanities major, in addition to his major course requirements.

Note that the requirements will be the same as for a declared humanities major, i.e., 32 quarter units in each of the following areas; (1) English and communications, (2) social sciences, (3) humanities and fine arts, including foreign languages, and (4) mathematics and physical and life sciences.

When the student completes the above requirements, the registrar will note this on the student's transcript. The student will be exempt from the Commons Examination.



THE MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a professional degree in Special Education, Reading, and in the teaching of English and History. The Master of Science degree in the Teaching of Mathematics is an equivalent degree in the teaching of secondary school mathematics.

The M.A. in Education degree specializing in Special Education is designed to develop specialized competencies for regular classroom teachers of all grade levels, as well as preparing teachers who function in specialized programs for the learning handicapped student.

The M.A. in Education degree specializing in Reading is designed to aid teachers who wish to become a California State Reading Specialist as well as those who intend to be reading consultants and to administer reading clinics in school districts. The degree is recommended for the professional growth of both elementary and secondary school teachers.

As a graduate program for teachers who already hold the State credential, the Master's Degree in Education provides a concentration in the candidate's teaching field and a specified core of graduate courses in professional education.

Specific requirements and prerequisites in each program within the Master of Arts in Education degree are listed below.

English

Director: Francis X. Duggan, Ph.D., Professor of English

Prerequisites

An undergraduate English major or at least 30 quarter hours of credit in upper-division English courses, including courses in Chaucer, Shakespeare, American literature, and period surveys in English literature; a state secondary teaching credential; the equivalent of *two* years of full-time teaching or 60 quarter hours of graduate work (15 quarter hours beyond the 45 quarter hour minimum for the M.A.); a 3.00 g.p.a. in all upper-division work.

Requirements

1) A minimum of 25 quarter units of graduate credit in English beyond the normal requirements for the undergraduate major in English. Three of the five-unit courses must be graduate courses (200's); the other two may be upper-division undergraduate courses (100's). Required are: English 104 or 105 or 106 or 202; 101 or 102 or 103; 173 or 174; and any two other graduate seminars. Students may transfer up to 10 quarter hours of graduate work into the program. Candidates who wish to apply for a Community College Credential must take two more graduate seminars in English and one more upper-division course in English in order to exceed the state requirement (36 qtr. hrs.—a minimum of 18 hrs. in graduate seminars and no more than 18 hrs. in upper-division courses).

2) *Education Requirements:* 12 quarter hours, including CPSY200: Psychology of Interpersonal Communications, ED270: Basic Issues in Education, and one of the

following:

- ED214 Psychology of the Young Child
- CPSY215 Psychology of Family and Youth
- ED217 Social Learning Theory
- CPSY218 Basic Concepts in Counseling

The remaining three-quarter units may be selected from any 200 graduate level courses in Education

History

Director: Miles M. Merwin, Ph.D., Assistant Professor of History

Prerequisites

A state secondary teaching credential; a bachelor's degree with a major in History or 30 upper division quarter units in History; two year's experience of full-time teaching or equivalent.

Requirements

1) *History:* A minimum of 25 units beyond the normal requirements for the undergraduate major. Fifteen of these twenty-five must be in graduate courses (200's); the remaining ten may be in upper division. Those seeking community college credentials must also take two additional 200 level courses and one additional 100 level course. Up to ten units of graduate work in History may be transferred into the program.

2) *Education Requirements:* 12 quarter units, including ED200: Psychology of Interpersonal Communications, ED270: Basic Issues in Education, and one of the following:

- ED214 Psychology of the Young Child
- CPSY215 Psychology of Family and Youth
- ED217 Social Learning Theory
- CPSY218 Basic Concepts in Counseling

The remaining three-quarter units may be selected from any 200 graduate level courses in Education.

Special Education

Director: Joyce A. Gerard, M.A., Acting Assistant Professor

Prerequisite

State Teaching Credential or permission of the Director

Requirements

Specialist Credential for Learning Handicapped
Specialist Credential plus M.A. in Education

36 quarter units
45 quarter units

For Credential Only

* = prerequisite

- ED 230 Survey and Guidance of Exceptional Individuals
- ED 309B Field Experience with Learning Handicapped Individuals
- ED 217 Social Learning Theory
- ED 301 The Reading Process
- ED 247 Measmt., Managmt., and Materials for the Non-Conventional Learner
- ED 240 Introduction to Learning Handicapped
- ED 241 Diagnosis & Prescription for Learning Handicapped (*240)
- ED 242 Intervention & Remediation for Learning Handicapped (*241)
- ED 332 Practicum: Learning Handicapped
- ED 221 Research Methods for Learning Handicapped (*241)
- ED 246 Multisensory Learning

To Complete M.A. degree

- CPSY 200 Psychology of Interpersonal Communications
- ED 270 Basic Issues in Education
- ED 214 Psychology of the Young Child
- or
- CPSY 215 Psychology of Family and Youth

Reading

Director: John T. Colligan, Ph.D., Assistant Professor of Education

Prerequisites

- 1. A California teaching credential
- 2. Teaching experience
- 3. Completion of an approved course in reading methods for the classroom teacher or a passing score on the State Teaching of Reading Examination.
- 4. Completion of a basic course in linguistics

Requirements

Specialist Credential in Reading	36 quarter units
Specialist Credential plus M.A. in Education	45 quarter units

For Credential Only

* = prerequisite

- ED 283 Reading in the Secondary Schools
- ED 284 Reading in the Elementary Schools

ED 285 Children's Literature
ED 286 Adolescent Literature
ED 301 The Reading Process
ED 307A Measurement and Evaluation of Reading
ED 334 Practicum: Reading
ED 350 Diagnostic Techniques in Reading (*283 or 284 and 307A)
ED 351 Prescribing for Reading Growth (*350)
ED 352 Reading in the Content Areas
ED 358 Administration and Supervision of Reading Programs (*283 or 284 and 350, 351)
ED 359 Research in Reading

The Practicum (ED 334) is viewed as a culmination of the program and cannot be undertaken until the candidate has successfully completed the majority of his/her course work. Permission of the Program Director is required for enrollment in ED 334.

Electives may be needed to complete the required 45 quarter units for the degree. In such cases electives are available in the areas of research, counseling, and special education and are selected in consultation with the Director.

Although a thesis is not required a student may elect to write a thesis. In such cases the student must enroll in ED 399 with permission from the Director.



MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Director: William W. Yabroff, Ph.D., Associate Professor of Education

The Master of Arts Degree in Counseling Psychology is designed for those who seek to counsel in institutional or private settings where such a degree is part of their professional preparation. Such settings include public and private schools, community colleges, community agencies, groups engaged in vocational and career counseling, private clinics and personnel work. For those wishing to counsel at the elementary, secondary or junior college levels in the public school system, the program is also designed to meet requirements for the State Credential in Pupil Personnel Services. The K-12 Pupil Personnel Credential may be earned with or without earning the M.A. degree.

Prerequisites

Applicants are evaluated in the light of previous experience and academic record. At least one year of post-bachelor's degree experience in a people-oriented activity is required. Exceptions are sometimes made when that experience is taken concurrently with the graduate program. The applicant should know that the Santa Clara program is primarily designed for the working professional, with courses offered in the late afternoons and evenings. Students are encouraged to either continue in their present employment, if suitable, or select situations where some application of counseling skills is possible. Preference will be given to those whose working milieu provides such application. Applications may be submitted at any time during the year. The admissions committee meets once each quarter to select the most highly qualified applicants. As there are more applicants than can be admitted to the counseling program, selection is based on a quota system.

Requirements

A minimum of 45 units is required for the Master's Degree in Counseling Psychology. If the applicant's background in psychology or related areas is weak, or if adequate work experience is lacking, as many as 15 additional units may be required. Courses are selected by the student and advisor with the ultimate professional goal of the student in mind. Courses to be included in the student's program for General Counseling or for the Pupil Personnel Services Credential are listed below.



MASTER OF ARTS IN MARRIAGE, FAMILY AND CHILD COUNSELING

Director: William W. Yabroff, Ph.D., Associate Professor of Education

The Master of Arts Degree in Marriage, Family and Child Counseling is designed to meet the course requirements and to fulfill part of the experience requirement for the State License in Marriage, Family and Child Counseling. The program's development follows regulations provided by the Board of Behavioral Science Examiners, and the guidelines suggested by the American and the California Associations of Marriage, Family, and Child Counselors.

Prerequisites

Since the State License in Marriage, Family and Child Counseling allows its holder to engage in private practice using psychotherapeutic techniques and counseling, candidates will be selected on the basis of experience, previous academic background and maturity with regard to life experience and professional goals. Applicants to the counseling psychology program should be at least 25 years of age, and motivated to complete the experience requirements as set forth by the Board of Behavioral Science Examiners following the Master's Degree. Further information regarding such requirements may be obtained by writing to the Board of Behavioral Science Examiners, 1020 "N" Street, Sacramento, California 95814.

Requirements

A minimum of 45 qtr. units are required for the M.A. degree in Counseling Psychology. Sixty qtr. units are required for the M.A. degree in Marriage, Family, and Child Counseling. A balance of academic course work and field training will be made in light of each student's background and competencies.

Required courses related to both counseling M.A. degrees are listed below. Elective courses appear in the course description section of this catalog.

- GEN = General Program in Counseling Psychology
- PPS = School Counseling Specialty
- MFC = Marriage, Family, & Child Counseling Specialty
- * = Prerequisites

		qtr. units		
		GEN	PPS	MFC
CPSY 200	Psychology of Interpersonal Communication	3	3	3
CPSY 215	Psych. of Family and Youth	3	3	3
CPSY 216	Psych. of Adult Behavior (*227)			3
ED 217	Social Learning Theory			3
CPSY 218	Basic Concepts in Counseling	3	3	3
CPSY 219	Psych. of Group Counseling (*200)	3	3	3
ED 220	Research Methods	3	3	3
CPSY 226	Principles & Procedures Guid. (*227)		3	

CPSY 227	Counseling Process & Problems (*200, 218, 219)	3	3	3
ED 230	Survey and Guid. Exceptional Indiv. or			
ED 240	Introduction to Learning Handicapped	3	3	3
ED 270	Basic Issues in Education		3	
CPSY 273	The Family as an Institution			3
CPSY 300	Career Development and Life Planning	3	3	
CPSY 306	Diagnostic Testing (*318)			3
CPSY 307	Measurement for Guidance		3	
CPSY 311	Psych. of Marriage Counseling			3
CPSY 315	Adv. Sem. in Family Counsl. (*215, 227, 273)			3
CPSY 318	Psychopathology (*218)			3
CPSY 330	Practicum: School Counseling (*permission)		6	

The following information is applicable to students in both the Masters of Arts in Counseling Psychology and the Masters of Arts in Marriage, Family, and Child Counseling programs as well as those who are seeking only a school counseling credential.

Academic Performance: A grade-point average of 3.00 (B or better) is required in CPSY 200, 219, and 227 for continuation in the program. This average is irrespective of grades earned in other courses. A 3.00 (B or better) grade point average is required throughout the degree program. Students falling below this average must make up the deficiency within the following quarter in order to continue in the program.

Sequence of Courses: CPSY 200, 218, 219, 227 should be taken during the first 18 units of study. The practicums, CPSY 330, 331 and 333 should be taken after sufficient course work is completed to make practicum a meaningful undertaking. Between 24 and 30 units is advised before requesting permission to take a practicum. Otherwise, the student is encouraged to pursue course work according to his interest and schedule, noting those courses which have prerequisites and planning accordingly.

Periodic Evaluation: The counselor education faculty periodically evaluates the student in the light of his performance and behavior. This is part of our commitment to the profession of counseling and to the clients it serves. Should the faculty judge that the student would not be an asset to this profession, he will be asked to leave the program regardless of the number of courses already completed. Students will be contacted only when their evaluation is negative. Otherwise, they may assume that their performance is satisfactory.

Comprehensive Examination: A written comprehensive examination will be given during the last quarter of study. The purpose is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program. Sample questions will be available several weeks prior to the examination to allow for productive review. If needed, a second opportunity will be given to satisfactorily perform on the comprehensive examination. Passing the comprehensive examination is prerequisite to graduation. (Students who are seeking *only* the school counseling credential are exempt from the comprehensive examination.)

MASTER OF SCIENCE IN TEACHING MATHEMATICS

Director: David E. Logothetti, Ph.D., Assistant Professor of Mathematics

Prerequisites

An undergraduate major in Mathematics or a substantial minor (an elementary calculus sequence plus at least two upper division mathematics courses).

Requirements

1) Mathematics: 35 to 45 quarter units of approved upper division or graduate Mathematics courses, including 172: Problem Solving; 270-271: Advanced Topics for Secondary Teachers; and 290: Thesis.

2) Education: Up to 10 quarter units may be substituted for mathematics units. These units must be approved and taken in graduate status.

MASTER OF ARTS IN ENGLISH

Director: Francis X. Duggan, Ph.D., Chairman, Department of English

Prerequisites

An undergraduate major in English or at least 30 quarter units of upper division courses in English and American literature, including courses in Chaucer, Shakespeare, period surveys, and literary criticism or theory.

Requirements

Program A: 35 quarter units of course work and a thesis. Program B: 45 quarter units of course work and a written examination. In both programs, 25 units of course work must be in graduate seminars (courses numbered 200 and above); the remaining course work may be in upper division undergraduate literature courses (numbered 100-199) listed in the Graduate Bulletin. Both programs require a reading comprehension of French or German (or another language, should a thesis topic require it), to be demonstrated in a written examination.

THE MASTER OF ARTS IN HISTORY

Director: Timothy J. O'Keefe, Ph.D., Chairman, Department of History

Prerequisites

An undergraduate major in History or its equivalent.

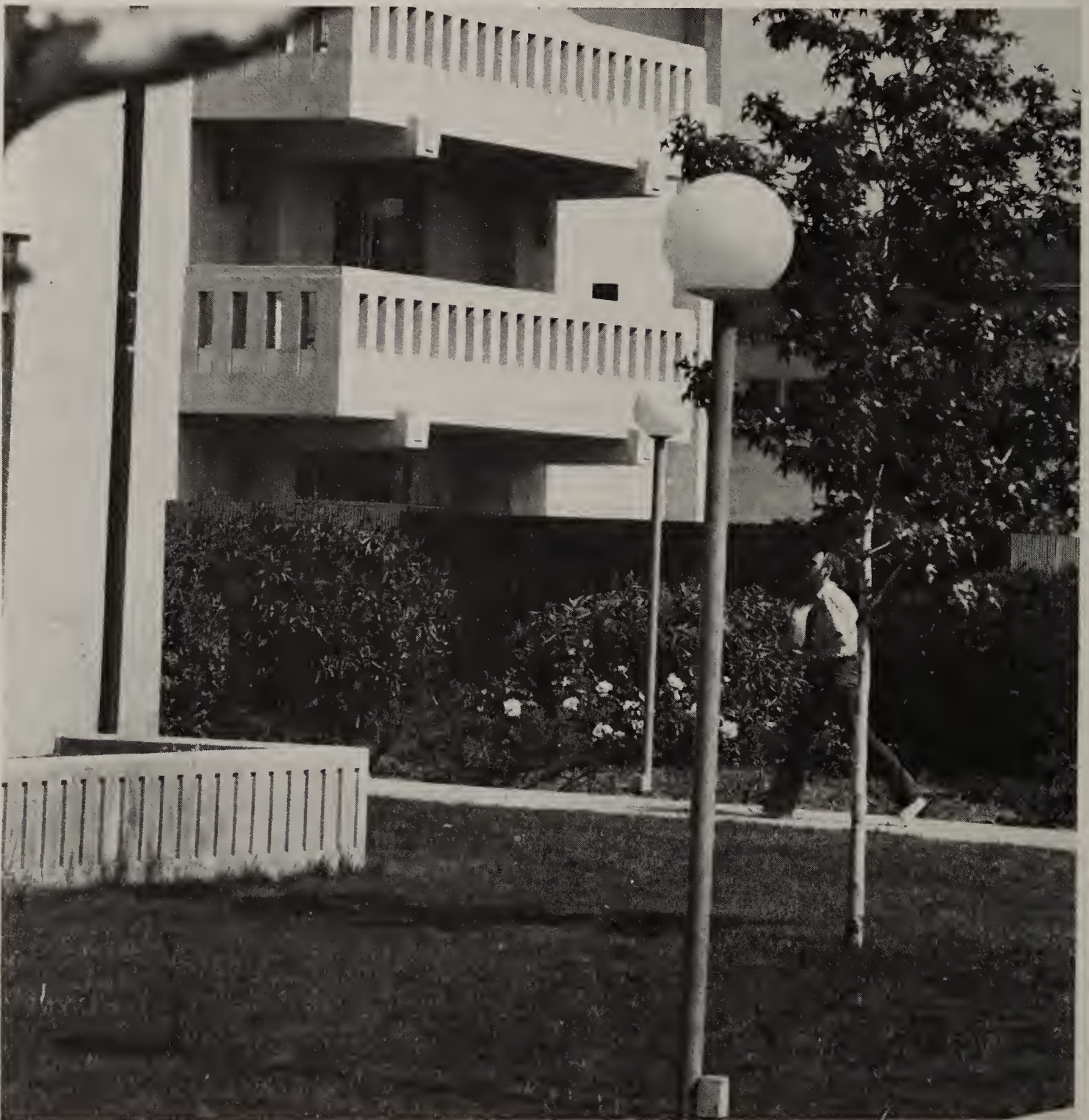
Requirements

1. Courses: 45 quarter units of graduate credit in History beyond the normal requirements for the undergraduate major. Twenty-five of these units must be taken in graduate courses (200's); the remaining 20 may be taken in upper division courses (100's).

2. Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German, or the language of the area of specialization.

3. Examinations: The candidate must pass a written comprehensive examination.

4. Thesis: All candidates may choose to present a thesis rather than take the comprehensive examination. The thesis must be accepted by the Department and defended by the candidate. History 300 (thesis) may be substituted for 5 or 10 units of graduate course work.



COURSES

Education

Graduate Courses

Note: Courses that are offered specifically for counseling psychology students are listed separately after the Education courses.

ED 203 CURRICULUM AND INSTRUCTION: READING IN THE SECONDARY SCHOOLS (3)

An *introductory course* designed for students in the Teacher Education program who plan to teach at the junior and senior high school levels. An overview of elementary reading instruction is provided as a base. Consideration of remedial needs for adolescent and mature students. Exposure to materials and equipment for teaching reading at the secondary level.

ED 214 DEVELOPMENT OF THE YOUNG CHILD (3)

Examination of the basic theoretical formulations relating to child development from infancy through middle childhood. Practical implications for parents and teachers.

ED 217 SOCIAL LEARNING THEORY (3)

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control and analyses in the classroom, family, and marriage.

ED 220 RESEARCH METHODS (3)

Familiarization of the role of research and statistics in analyzing counseling and teaching. Review and interpretation of research literature. Methodology of formulating research proposals and thesis.

ED 221 RESEARCH METHODS IN LEARNING HANDICAPPED (3)

Familiarization with research and design in order to examine, interpret, and critique research in learning disabilities.

ED 230 SURVEY AND GUIDANCE OF EXCEPTIONAL INDIVIDUALS (3)

A course designed to acquaint teachers and counselors with the nature of problems with which exceptional individuals are confronted. "Exceptional" individuals are those who deviate noticeably from social and behavioral norms. This would include consideration of a variety of physical and mental handicaps, as well as consideration of individuals who are unusually gifted.

**ED 234 CURRICULUM AND INSTRUCTION IN ELEMENTARY SCHOOLS:
READING AND LANGUAGE ARTS (3)**

An *introductory course* which provides an overall view of content taught in elementary school reading and language arts. Emphasis is placed on instructional strategies and the books and materials used in the elementary classroom.

ED 240 INTRODUCTION TO LEARNING HANDICAPPED (3)

This course presents an introduction to the area of learning handicapped. It is based upon an information-processing model which describes normal functioning and dysfunctioning of the individual. Rationales specific to the education of individuals with learning handicaps will be presented. It will be the task of each student to synthesize these rationales in terms of the basic information-processing model.

ED 241 DIAGNOSIS AND PRESCRIPTION FOR LEARNING HANDICAPPED (3)

This course is designed to build competence in the educator as a consumer of clinical information. Students will administer and interpret formal and informal educational assessment tools, and will learn how to synthesize their results with existent clinical information in order to build a clear behavioral picture of learning function and dysfunction in the individual. Prerequisite: ED 240 or equivalent.

**ED 242 INTERVENTION AND REMEDIATION FOR LEARNING HANDICAPPED
(3)**

This course covers the translating of diagnostic information into effective educational programs for children with learning handicaps. The teacher will learn to administer educational evaluations for individuals and to incorporate this information into a multi-disciplinary picture of the child's strengths and deficits. Special remediation approaches will be presented. Prerequisite: ED 241.

ED 246 MULTISENSORY LEARNING (3)

This course is designed to acquaint teachers to the simultaneous multi-sensory method of instruction appropriate to the remediation of dyslexic students of all age levels. Terminology, historical background, the Orton-Gillingham tutorial method of instruction, and the Slingerland classroom adaptation will be stressed. Administration and evaluation of screening tests created by Slingerland and Malcomesius will be discussed and practiced. Emphasis will be given to sequencing and sensory integration of phonics as a tool in spelling, writing, and reading.

**ED 247 MEASUREMENT, MANAGEMENT, AND MATERIALS FOR THE NON-
CONVENTIONAL LEARNER (3)**

This course covers general measurement techniques used to evaluate performance and potential of the student whose behavioral or learning problems have interfered with normal educational development. Teacher

interpretation of general intelligence and achievement tests is included. Systems and techniques of management will be reviewed and critically appraised. Materials designed specifically for atypical learners will be examined in terms of motivation, programming, and individualization.

ED 250 FOUNDATIONS OF EDUCATION I (4)

The first of three courses stressing the theoretical bases of education. Designed to develop a carefully considered point of view toward teaching and learning. Value questions which relate to psychology and curriculum are considered. Prerequisite: Admission to Teacher Education Program.

ED 251 FOUNDATIONS OF EDUCATION II (4)

The second of the three course sequence concentrates on the applications of psychology to the educational process. Consideration of standardized and teacher constructed tests is also included. Prerequisite: Admission to Teacher Education Program.

ED 252 FOUNDATIONS OF EDUCATION III (7)

This third of three courses focuses on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students are given an opportunity to pursue their special interests related to such problems as the core curriculum, psychology or curriculum, subject- vs. student-centered approaches, and recent trends in the field. Prerequisite: Admission to Teacher Education Program.

ED 270 BASIC ISSUES IN EDUCATION (3)

The theory and practice of thinking critically about issues in present day education. Select issues in teaching and counseling are analyzed which reflect underlying value conflicts within society.

ED 283 READING IN THE SECONDARY SCHOOLS (3)

An advanced course explaining the possibilities for teaching reading in the junior and senior high schools and for aiding students with reading problems in content areas. Includes field experience.

ED 284 READING IN THE ELEMENTARY SCHOOLS (3)

An advanced course studying approaches, methods and practices in elementary school reading instruction. Examination of instructional materials and experiences in curriculum development. Includes field experience.

ED 285 CHILDREN'S LITERATURE (3)

Exploration of literature written for children; history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

ED 286 ADOLESCENT LITERATURE (3)

Emphasis on types of literature, analysis of literary qualities, selection and presentation of literature to adolescents. Designed for the high school teacher of all subject fields.

ED 301 THE READING PROCESS (3)

A course designed to examine in detail the various theoretical components of the reading process. Particular attention is given to the contributions made from psychology, linguistics, and psycho-linguistics. Implications for instructing the bilingual or dialectally different student is included.

ED 307B MEASUREMENT AND EVALUATION FOR READING (3)

Theory and practice of standardized test development and testing procedures. Introduction to statistics as they are employed in test development. Includes a critical analysis of standardized group test selection, administration, and interpretation.

ED 309A FIELD EXPERIENCE (1-6)

Designed for those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student, and to be over and above what the student is normally engaged in. As a general rule. 20 hours of instruction or 40 hours of qualified experience is equivalent to one unit of credit. Advisor's permission is required.

ED 309B FIELD EXPERIENCE WITH EXCEPTIONAL INDIVIDUALS (1-6)

Designed for students who seek the specialist credential and/or master's degree in the area of Learning Handicaps. The field experience project must be over and above what the student is normally engaged in and must have a significant bearing on the student's training. As a general rule 40 hours of qualified experience is equivalent to one unit of credit. *Advisor's permission is required prior to registration.*

ED 310 INDEPENDENT STUDY (1-6)

Supervised research initiated by the student. A proposal must be submitted and approved by a faculty advisor *prior to registration.*

ED 314 PSYCHOSOCIAL DEVELOPMENT OF THE SCHOOL-AGE CHILD (3)

In-depth examination of the current research relating to the physical, intellectual, social and emotional development of the school-age child. Opportunity for students to pursue their special interests related to the course content. Practical implications for parents, teachers, and counselors.

ED 320 DIRECTED TEACHING I (Fall quarter) (4)

This is the first in a student teaching sequence of three courses which is designed to introduce the Teacher Credential candidate to curriculum and

instruction in the public schools at all levels. Morning practicums are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. Prerequisite: Admission to the Teacher Education Program.

ED 321 DIRECTED TEACHING II (Winter quarter) (5)

The second course in the directed teaching sequence is designed for the Teacher Credential candidate who will engage in teaching under the supervision of an experienced resident teaching in the public schools. Students are assigned to specific teaching positions in the morning, while taking coursework in the afternoon, thereby facilitating the inter-relating of theory and practice. Prerequisite: ED 320.

ED 322 DIRECTED TEACHING III (Spring quarter) (15)

The last course in the directed teaching sequence is designed to offer a full time student teaching experience. Prerequisite: ED 321.

ED 332 PRACTICUM: LEARNING DISABILITIES (1-6)

A supervised field experience in diagnosing and teaching students with learning disabilities. Designed to be a concluding course as a part of the master's degree program. A variety of settings, e.g., classroom, clinic, private school, etc. is available for completing the practicum. *Enrollment is limited and permission to enroll must be obtained well in advance of registration.*

ED 334 PRACTICUM: READING (1-6)

Provides practical field experience to enable the reading specialist to acquire and demonstrate competencies through intensive, extensive, and realistic experience in diagnosis, prescription, and instruction. Provides opportunities for advanced students to gain experience in areas of special focus, e.g., working with bi-lingual or bidialectal students. Two terms of experience is advisable. *By Permission only.*

ED 350 DIAGNOSTIC TECHNIQUES IN READING (3)

This course is one in which emphasis is placed on diagnostic procedures used to assess reading ability. Students are introduced to a representative sampling of major diagnostic tools (formal and informal). This course should help the student develop a critical and realistic understanding of the instruments. Those enrolled are required to administer a battery of assessment devices and interpret the results under the guidance of the instructor. Prerequisites: ED 283 or ED 284, and ED 307B.

ED 351 PRESCRIBING FOR READING GROWTH (3)

This is a continuation of the previous course (ED 350). Emphasis is placed on designing individual prescriptive programs in light of the outcome of diagnosis. Those enrolled must demonstrate proficiency in prescribing and

implementing appropriate methods and materials for those individuals whose reading ability they have assessed. Prerequisite: ED 350.

ED 352 READING IN THE CONTENT AREAS (3)

Presents a rationale for the involvement of all subject area teachers in the improvement of the reading capability of their students. Emphasis is placed on methods and materials for teaching both process and content in the subject matter areas. Includes field experience.

ED 358 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS (3)

Centers on the study of processes and procedures for planning, implementing, supervising, and evaluating school and district reading programs. Particular emphasis is placed on the role of reading specialists in these undertakings. Requires those enrolled to observe and critique local school reading programs and to develop a comprehensive reading program. Prerequisites: ED 283 or ED 284, ED 350, and ED 351.

ED 355 THE LAW, YOUTH, AND EDUCATION (3)

Survey of basic legal principles that affect decisions about education and youth. Presentation and description of illustrative cases.

ED 399 THESIS (3-6)

Thesis is optional and is usually selected by those individuals who are preparing for doctoral studies. The thesis is to be concerned with a recognized problem in the particular field of specialization of the advanced student. It should make a scholarly contribution to the extant body of knowledge in this area, and provide a review of principal sources. Format will be according to the American Psychological Association's format. Supervision and review of the thesis will be provided by faculty member(s) designated by the Chairman of the Education Department.

Counseling Psychology

Graduate Courses

CPSY 200 PSYCHOLOGY OF INTERPERSONAL COMMUNICATIONS (3)

The theory and process of interpersonal communication with laboratory training in the skills of effective listening, sending and confrontation, group discussion techniques, problem solving and conflict resolution. The skills are presented as being fundamental for more advanced counseling and therapeutic techniques.

CPSY 211 HUMAN SEXUALITY (3)

An introductory course which explores the physiological and role development of human sexuality, plus sexual response and forms of sexual expression. Includes a survey of laws and ethics regarding sexual expression. In

addition, sexual dysfunctions and treatment based on the work of Masters and Johnson will be presented.

CPSY 215 PSYCHOLOGY OF FAMILY AND YOUTH (3)

This course concerns itself with the discovery and treatment of emotionally and socially maladjusted children with emphasis on the systems approach to counseling families. A study is made of the family, the school, and the community in relation to children's mental health. Opportunity is provided for observing and discussing the family counseling techniques which apply the principles and theories developed by Alfred Adler and Rudolph Dreikurs, the forerunners of conjoint family therapy.

CPSY 216 PSYCHOLOGY OF ADULT BEHAVIOR (3)

An experiential study of self-fulfilling and self-defeating adult behavior dealing with personality integration and the search for meaning. The framework of psychosynthesis as developed by Dr. Roberto Assagioli will be used to provide a theoretical base and overall counseling strategy. The study will include an examination of the personal and transpersonal areas of adult functioning, development of the will, the use of images and symbols, and a variety of techniques helpful in adult counseling. Prerequisite: CPSY 227.

CPSY 218 BASIC CONCEPTS IN COUNSELING (3)

This course provides an introductory survey of fundamental concepts in counseling theory, psychopathology, and personality. Theories of Rogers, Ellis, Perls, Wolpe, Frankel, Freud, Jung, and Adler are among those to be considered.

CPSY 219 PSYCHOLOGY OF GROUP COUNSELING (3)

An introductory laboratory training course in small-group dynamics. Techniques of small group leadership are supplemented by experience in group participation. Enrollment limited. Prerequisite: CPSY 200.

CPSY 226 PRINCIPLES AND PROCEDURES IN GUIDANCE (3)

An introduction to the study of pupil personnel services, concepts, and procedures. Staff roles and functions, community resources, professional ethics, and legal aspects. Use of data processing in education, particularly in pupil personnel services. To be taken prior to CPSY 330.

CPSY 227 COUNSELING PROCESS AND PROBLEMS (3)

An advanced interpersonal communications course with laboratory training in the skills of personal counseling. Concepts and strategies from Gestalt Therapy, client-centered approaches, existential counseling, rational-emotive therapy and psycho-dynamic theory will be used. Students will gain experience both as a counselor and as a client through weekly counseling sessions throughout the quarter. Prerequisites: CPSY 200 and CPSY 218

CPSY 272 CULTURE, CONFLICT, AND THE INDIVIDUAL (3)

An examination of current cultural changes and their impact upon the individual. Stress is placed upon recent developments within the culture which have significance for members of the helping professions.

CPSY 273 FAMILY AS AN INSTITUTION (3)

This course is concerned primarily with the sociology of the family particularly family systems as they exist in the United States. Such topics as the family cycle of growth and development, role concepts, need—gratification within the family system, minority family systems, diverse family systems, one parent families, differing kinship relationships, and the family as a legal-social system will be explored.

CPSY 300 CAREER DEVELOPMENT AND LIFE PLANNING (3)

An examination of life styles and methods for providing vocational and educational guidance across the age span. Analysis of the relationship of career development theory to vocational counseling in various settings (schools, clinics, rehabilitation, etc.). Techniques for assisting the client in effective use of educational and occupational information in decision making.

CPSY 306 DIAGNOSTIC TESTING (3)

A course designed to acquaint counselors with the use of individual assessment techniques, projective tests, personality inventories, and other tests used primarily in professional and marriage, family and child counseling settings. Prerequisite: CPSY 318.

CPSY 307A MEASUREMENT FOR GUIDANCE (3)

Theory and practice of standardized test development and testing procedures; the applications and limitations of standardized tests; techniques of administering and interpreting group tests.

CPSY 311 PSYCHOLOGY OF MARRIAGE COUNSELING (3)

Focus will be on marriage as a changing institution, theories regarding current problems and stresses in the marriage relationship, techniques in marriage and pre-marital counseling, the developmental stages in the marriage relationship, and the dynamics of marital interaction. The course is designed for students whose goals include professional counseling.

CPSY 312 COUNSELING FOR CONTEMPORARY PROBLEMS (3)

Counseling approaches used in crisis intervention with drug and alcohol addiction, abortion, suicide, terminal illness, etc., where short term, immediate intervention is required. Procedures in dealing with clients and their families caught in these dilemmas will be discussed.

CPSY 315 ADVANCED SEMINAR IN FAMILY COUNSELING (3)

Designed for students who have completed ED 215 and who wish to examine Adlerian and Dreikursian principles more critically, as well as to become acquainted with the systems approaches of other noted leaders in family counseling. The procedure is to make in-depth comparison of the principles expressed by other authors with those of Adler and Dreikurs. The format includes meeting in small discussion groups to examine the various counseling procedures and theories. In addition, opportunities will be provided for class members to engage in counseling with simulated families in various states of dysfunction. Prerequisites: 215, 227, 273.

CPSY 316 ADVANCED SEMINAR IN ADULT BEHAVIOR (3)

For students who wish to continue the exploration undertaken in CPSY 216 at a more advanced level, giving special attention to further application of skills and techniques in counseling. Prerequisite: CPSY 216.

CPSY 318 PSYCHOPATHOLOGY (3)

The dynamics and classification of abnormal behavior including neurosis, psychosis, character disorders, psychosomatic reactions and other abnormal personality patterns. Designed to acquaint the student with the mental health and clinical frame of reference. Prerequisite: CPSY 218.

CPSY 319 ADVANCED SEMINAR IN GROUP PSYCHOLOGY (3)

An intensive seminar designed to help students who wish to increase their competencies in group leadership. Co-facilitation of a group, followed by a critique, is a required part of the seminar. Participants should be able to evaluate various leadership styles and strategies for purpose of determining the leadership style that is best suited for each individual. Prerequisite: Permission of the instructor.

CPSY 327 ADVANCED SEMINAR IN COUNSELING PROCESSES (3)

Laboratory training in advanced counseling strategies and interventions. Opportunities will be provided for individual and couples counseling. Prerequisite: CPSY 227.

CPSY 330 COUNSELING PRACTICUM: IN SCHOOL (3)

Field experience which includes supervised experiences in educational, vocational, and personal guidance. Use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required. By permission only.*

CPSY 331 COUNSELING PRACTICUM: AGENCY (1-6)

Field experience which includes supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. Designed to come in the second half of the counseling program after completion of the counseling core. *By permission only.*

CPSY 333 COUNSELING PRACTICUM: MARRIAGE, FAMILY, AND CHILD (1-6)

Supervised field experience designed specifically to meet the license requirements for California. A licensed supervisor will conduct weekly seminars for consultation and discussion of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *By permission only.*

ENGLISH

101. LINGUISTICS

General survey of the science of linguistics: phonology, morphology, syntax, grammar, and usage.

102. MODERN GRAMMAR

Analysis of the basic problems of describing grammatical structure; traditional, structural, and transformational-generative grammars.

103. OLD ENGLISH AND HISTORY OF THE ENGLISH LANGUAGE

The origin, structure, and development of the English language. Special attention to the morphology and syntax of Old English.

104. THEORY OF LITERATURE

Study of literary theory from Aristotle to the present.

110. CLASSICAL AND NEO-CLASSICAL DRAMA

Greek, Roman, and continental neo-classical plays in translation. Aeschylus, Sophocles, Euripides, Aristophanes, Seneca, Corneille, Racine, Moliere.

112. MODERN DRAMA

See Theater Arts 112.

113. ENGLISH DRAMA I

Non-Shakespearean drama in England to about 1750. Medieval drama, Marlowe, Ford, Webster, Jonson, Dryden, Wycherly, Congreve.

114. ENGLISH DRAMA II

Drama in England since about 1750. Goldsmith, Sheridan, Wilde, Shaw, Synge, O'Casey, Pinter.

116. SHAKESPEARE'S TRAGEDIES

117. SHAKESPEARE'S COMEDIES

118. SHAKESPEARE'S HISTORIES AND SONNETS

- 119. AMERICAN DRAMA**
See Theatre Arts 119.
- 130, 131, 132. STUDIES IN AMERICAN LITERATURE I, II, III**
Intensive studies of selected authors, movements, or problems in American literature.
- 133. AMERICAN POETRY**
Historical study of American poetry. Taylor, Bryant, Poe, Emerson, Longfellow, Whitman, Dickinson, Robinson, Frost, Eliot, Stevens.
- 134. AMERICAN NOVEL**
Historical study of the American novel. Cooper, Hawthorne, Melville, Twain, James, Dreiser, Faulkner.
- 144, 145. COMPARATIVE LITERATURE I, II**
Studies in the forms, themes, and styles of continental European literature and their influence on English literature.
- 146. MODERN FICTION**
Selected works of Continental, English, and American fiction that are peculiarly "modern" in sensibility or style. Flaubert, James, Proust, Joyce, Gide, Kafka, Mann, Woolf, Faulkner.
- 147. THE BIBLE AND LITERATURE**
The Bible as literature and its influences upon secular forms and works.
- 148. AFRICAN LITERATURE**
Contemporary literature of Black sub-Saharan Africa. Achebe, Soyinka, Mphahlele, Abrahams, Ngugi, Tutuola.
- 149. AFRO-AMERICAN LITERATURE**
Literature of Black America in the 20th century. Toomer, Wright, Ellison, Kelley, Gaines, Demby, Ward, Baldwin.
- 152. CHAUCER**
- 155. MEDIEVAL LITERATURE**
A study in translation of English literature from the Norman Conquest to 1485. Beowulf, medieval drama, Sir Gawain, Langland, Chaucer, Malory.
- 156. RENAISSANCE**
Non-dramatic literature of England from 1485 to 1660. Sidney, Spenser, Jonson, Donne, Herrick, Milton, Marvell.
- 158. MILTON**

- 159. NEO-CLASSICAL LITERATURE**
Literature of England from 1660 to 1798. Dryden, Pope, Swift, Johnson, Boswell, Goldsmith.
- 160. ROMANTIC MOVEMENT**
Non-dramatic literature of England from 1798 to 1832. Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats.
- 161. VICTORIAN LITERATURE**
Non-dramatic literature of England from 1832 to 1900. Carlyle, Newman, Tennyson, Browning, Ruskin, Morris, Arnold, Pater.
- 162. MODERN ENGLISH LITERATURE**
The non-dramatic literature of England in the 20th century. Wilde, Hardy, Hopkins, Conrad, Yeats, Lawrence, Eliot, Auden, Graves, Forster, Woolf, MacNeice, Thomas.
- 164. ENGLISH NOVEL I**
The English novel in the 18th Century. Defoe, Richardson, Smollett, Sterne, Fielding, Austen.
- 165. ENGLISH NOVEL II**
The English novel in the 19th Century. Scott, the Brontes, Dickens, Thackeray, Trollope, Eliot, Meredith, Butler.
- 167. CELTIC RENAISSANCE**
Irish literature in English of the late 19th and the 20th centuries. Yeats, Synge, Russell, Lady Gregory, Colum, O'Casey, Stephens, Joyce, O'Connor, O'Faolain.
- 183, 184, 185. SPECIAL TOPICS IN LITERATURE I, II, III**
Courses in major authors, literary movements, or themes.
- 186. SPECIAL TOPICS IN DRAMA**
See Theater Arts 186.
- 187. SPECIAL TOPICS IN LITERARY CRITICISM**
- Graduate Courses**
- 201. SEMINAR IN POETRY (5)**
- 202. SEMINAR IN CRITICISM (5)**
- 203. SEMINAR IN DRAMA (5)**

- 204. SEMINAR IN FICTION (5)**
- 216. SEMINAR IN SHAKESPEARE (5)**
- 230. SEMINAR IN AMERICAN LITERATURE (5)**
- 244. SEMINAR IN COMPARATIVE LITERATURE (5)**
- 252. SEMINAR IN CHAUCER (5)**
- 255. SEMINAR IN MEDIEVAL LITERATURE (5)**
- 256. SEMINAR IN RENAISSANCE LITERATURE (5)**
- 259. SEMINAR IN NEO-CLASSICAL LITERATURE (5)**
- 260. SEMINAR IN ROMANTIC LITERATURE (5)**
- 261. SEMINAR IN VICTORIAN LITERATURE (5)**
- 262. SEMINAR IN MODERN LITERATURE (5)**
- 299. DIRECTED RESEARCH (5)**
Permission of instructor and chairman required.
- 300. THESIS DIRECTION (5)**
Students writing a thesis register for this course twice. They may register only after a thesis supervisor has been appointed.

HISTORY

- 100. THE THEORY AND PRACTICE OF HISTORY**
Practical and theoretical problems of the historian. A critical study of historical writing in a specific area of history. Research and composition are emphasized.
- 108. SOCIETY AND THE SEXES IN WESTERN CIVILIZATION**
A survey of the social relationship between the sexes, including male attitudes toward women in western thought, feminism, the daily lives of women in pre-industrial and industrial society, and the nineteenth century women's movements.
- 118. ANCIENT GREECE**
The Mycenaean world; the origins of Hellenic civilization; Periclean Athens; Sparta; interpolis conflicts; Hellenic culture.

120. ANCIENT ROME

The formation of the Roman Republic and its expansion; political and social reform movements; Augustus and the Principate; the culture of the Golden and Silver Ages; Roman law; the decline of the universal state.

121, 122. MEDIEVAL EUROPE

An intensive investigation of medieval society, institutions, thought and culture from the collapse of Rome to the Renaissance. Topics include: the formation of a specifically European society in the Early Middle Ages; the deep ambivalences which marked the political, social, and religious institutions of the High Middle Ages.

123. TOPICS IN EARLY MODERN EUROPE

A course treating some specific aspect of European history from the fourteenth through the eighteenth centuries. Topics might include: The Italian Renaissance, The Diplomacy of the Old Regime, Calvinism, the Counter Reformation and Revolution.

124. SPAIN

Medieval origins of the Spanish kingdoms and the development of Spanish society. The age of discovery and the Siglo de Oro. European power and overseas empire. Crises of the nineteenth and twentieth centuries.

125, 126. HISTORY OF FRANCE

A historical study of the development of French society institutions, thought and culture from the mid-fifteenth century to the 20th century, The Ancien Regime, The French Revolution and the Napoleonic period. The struggle between the monarchical and the republican traditions.

128, 129. GERMANY

A history of the social, economic, political, and cultural development of the German nation. 128, Germany from 1640 to 1890; 129, Germany from 1890 to the present.

130. HISTORY OF IRELAND

A study of Irish history since the Reformation emphasizing the conflict between the Protestant Ascendancy and the Catholic population. The successive struggles for home rule and an independent republic. The modern division of Ireland.

131, 132. ENGLAND

The growth of the English state and constitution. The continental ambitions of England during the Middle Ages. The Tudors and the English reformation. The constitutional struggle under the Stuart monarchs. The development of the modern English government emphasizing the political reforms of the nineteenth century. Britain's role in the modern world.

136, 137. HISTORY OF RUSSIA

The political, social and religious formation of early Russia; the reforms of Peter the Great; Russian absolutism and the impact of Western Europe in the eighteenth and nineteenth centuries; the Russian Revolution and economic and political developments in the Soviet Union; World War II; the Soviet Union as a world power.

144. EUROPEAN DIPLOMATIC HISTORY

A study of the relations of the major European powers since 1870, with emphasis on the economic, political and social forces which influenced these relations.

151. ORIGINS AND DEVELOPMENT OF ISLAM

The Prophethood of Muhammed and the Muslim Revolution. The Islamic conquests and formation of Muslim Institutions. The development of philosophy, law and art during the "golden age" of Islam. The fragmentation of the Muslim empire; the rise of Turkish power; the Crusades.

152. MODERN MIDDLE EAST AND NORTH AFRICA

European Imperialism and the development of Arab Nationalism. Problems of economic development, political stability and military conflict.

155. MODERN AFRICAN NATIONALISM

Topics in modern African history dealing with African institutions and culture, the challenge of European imperialism, modern African social and political problems.

156. MODERN JAPAN: NATIONALISM AND IMPERIALISM

Demise of the Tokugawas. Meiji restoration and enlightenment. The liberal movement. Socio-economic transformations. Continental expansion. The democratic experiment. Jeiji-Taisho social movements. Special reference to ultranationalistic movements. The "Greater East Asia War." Post-war recovery.

157. MODERN MAINLAND SOUTHEAST ASIAN HISTORY

A study of political developments from mid-nineteenth century Anglo-French Imperialism to the emergence of national states. Particular reference to indigenous nationalist movements in French colonial areas and the modern transition in Thailand.

158. MODERN CHINA: FROM CONFUSIUS TO COMMUNISM

Sociopolitical changes from the late Ch'ing Reform Movement. Special emphasis on modern revolutionary movements, political history of the Kuomintang period, and the rise of the Chinese Communist Party.

- 159. RELIGION AND SOCIETY IN TRADITIONAL ASIA**
Great religious traditions of Asia; a historical survey. Introduction to Brahminism. Theravada Buddhism, Mahayana Buddhism, Confucianism, Taoism and Shintoism and their place in Asian social history.
- 162. COLONIAL MEXICO**
A history of Mexico from the Mayas and Aztecs to the end of the independence movement in the 19th century. Includes study of the economic, social and cultural developments.
- 163. MODERN MEXICO**
A history of the national period from the 1824 federal republic to the present. Special emphasis on those factors in the more recent past which have contributed most to modern Mexico.
- 164. THE INTER-AMERICAN COMMUNITY**
A history of the political, economic and social relations between the countries of the two Americas and their activities in regional and world organization.
- 165. ARGENTINA**
Political, social and economic developments in this leading country of South America from pre-Columbian times to the present, with special emphasis on its modern national development.
- 167. BRAZIL**
An analytical study of Brazil's past and present; the colonial era, the New World monarchies of Pedro I and II, and the Republic. Emphasis on social and economic developments.
- 169. CONTEMPORARY LATIN AMERICA**
A topical study of twentieth century political, economic and social life. The dynamics of traditional legacies and reform programs. Ideals and realities of inter-American relations. Cultural characteristics. Present trends and prospects.
- 170. THEMES IN COLONIAL AMERICA**
The development of religious, political, economic and social institutions in the North American colonies in the seventeenth and eighteenth centuries.
- 171. REVOLUTION, CONFEDERATION, CONSTITUTION**
An intensive study of the origins, progress, and culmination of the American Revolution. Historiographical themes of the Revolution will be emphasized.

- 172. THE REPUBLICAN EXPERIMENT**
A detailed examination into the establishment of an American political, social, cultural and economic identity from Washington through Madison.
- 173. GROWTH OF DEMOCRATIC SOCIETY**
An investigation into the tensions leading to civil war and the underlying problems and experiences of the elusive "people" who contributed to the growing complexity of American life.
- 174. THE UNION IN CRISIS**
A study of major aspects of the Civil War and the problems of reconstruction; the abolitionists; the rise of the Republican party; the conduct of the war; the role of the free Negro; constitutional readjustment; the rise of the new south.
- 177. DIPLOMATIC HISTORY OF THE UNITED STATES**
Critical study of the international relations of the United States, and of the economic, political, social and public opinion forces influencing the development of American policy.
- 178. UNITED STATES INTELLECTUAL HISTORY**
A topical study of the patterns of American thought, emphasizing the pursuit of meaningful community life as a major theme in the history of the American mind and imagination.
- 181. THE RISE OF THE CITY**
An historical study of the growth and development of the American city and its impact on all aspects of American life.
- 183. SOCIAL MOVEMENTS IN TWENTIETH CENTURY AMERICA**
Popular movements for change, and against it. An investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, Black activism, anti-radicalism, Ku Klux Klan, peace movement, and others.
- 184. WOMAN IN AMERICA**
An historical survey of woman's life and work from colonial times to the present in a broad social context.
- 189. CALIFORNIA**
The history of California, with major attention given to the period following its annexation to the United States.
- 190. HISTORIOGRAPHY**
A critical and historical study of the writings of great historians from antiquity to the present, relating them to the philosophical currents and social realities of their times; problems in contemporary historiography.

198. COLLOQUIUM

Historical Seminars emphasizing original research and group discussion of selected problems and periods.

198.01 Antiquity
198.02 Africa
198.03 Asia

198.04 Europe
198.05 Latin America
198.06 United States
198.07 Practicum

199. INDIVIDUAL STUDY

Directed reading and research in source materials and secondary works dealing with selected historical problems. With permission of the instructor only.

210. SEMINAR IN ANTIQUITY

220. SEMINAR IN AFRICAN HISTORY

230. SEMINAR IN ASIAN HISTORY

240. SEMINAR IN EUROPEAN HISTORY

250. SEMINAR IN LATIN AMERICAN HISTORY

260. SEMINAR IN UNITED STATES HISTORY

300. THESIS (5-10)

MATHEMATICS

101. A SURVEY OF GEOMETRY

Topics from projective, advanced Euclidean and non-Euclidean geometries.

102. ADVANCED CALCULUS I

Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.

105. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

Analytic functions, Cauchy integral theorems, power series, conformal mapping, Riemann surfaces. Prerequisite: 102.

111. ABSTRACT ALGEBRA I

Topics from theory of groups. Prerequisites: 52 and 53 or equivalents.

- 112. ABSTRACT ALGEBRA II**
Rings and ideals, algebraic extensions of fields, Galois theory. Prerequisite: 111.
- 113. TOPOLOGY**
Set theory insofar as pertinent to the course. Topological spaces, continuous functions, product spaces. Separability and compactness. Metric spaces and metric topologies.
- 122. PROBABILITY AND STATISTICS I**
Axioms and postulates; combinatorial problems; conditional probability; independence; random variables, distributions. Prerequisite: 21.
- 123. PROBABILITY AND STATISTICS II**
Expectation; characteristic functions; infinite sequences of random variables; point estimation; statistical hypotheses; confidence intervals.
- 133. LOGIC AND FOUNDATIONS**
Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations.
- 134. SET THEORY**
Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.
- 144. PARTIAL DIFFERENTIAL EQUATIONS**
Special topics in higher mathematics useful in applications to the physical sciences, such as special functions of mathematical physics. Fourier series, partial differential equations and boundary value problems.
- 153. INTERMEDIATE ANALYSIS I**
A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one variable. Theorems of differential and integral calculus. Prerequisite: 102.
- 154. INTERMEDIATE ANALYSIS II**
Continuation of Math 153.
- 155. ORDINARY DIFFERENTIAL EQUATIONS**
Existence and nature of solutions; oscillation theory; orthogonal functions. Partial differential equations. Prerequisite: 102.
- 164. COMPUTER SCIENCE I**
Machine language programming. Mathematical logic and logical design of a digital computer. Turing machines. Prerequisite: 64 or equivalent. NCX.

- 165. COMPUTER SCIENCE II**
Advanced programming, introductory simulation techniques. Linear programming. Grammars, machines, languages. Prerequisite: 64 or permission of instructor. NCX.
- 166. NUMERICAL ANALYSIS**
Interpolation formulas. Numerical differentiation and integration, numerical solution of algebraic, transcendental and differential equations. Prerequisite: 102.
- 168. DIFFERENTIAL GEOMETRY**
Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53 or equivalent.
- 172. PROBLEM SOLVING**
Use of induction, analogy and other techniques in solving mathematical problems.
- 175. THEORY OF NUMBERS**
Fundamental theorems of divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Partitions.
- 176. COMBINATORIAL ANALYSIS**
Permutations and combinations, generating functions, recursion relations and a selection of topics from combinatorial geometry, graph enumeration, Polya counting theorem.
- 179. MATRIX THEORY**
Linear transformation, matrices and determinants, quadratic forms, Cayley-Hamilton theorem.
- 270. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS I (5)**
Special topics in geometry, topology, combinatorial mathematics, algebra and number theory for secondary school teachers of mathematics.
- 271. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS II (5)**
Continuation of 270.
- 290. MASTER'S THESIS**
The goal of the M.S.T.M. thesis is to make an original written contribution in the field of mathematics teaching, a contribution that will be useful to a teacher. Thus, this thesis is not meant to be research-oriented as preparation for employment in industry or in the pursuit of a Ph.D. Neither is it to be merely a "busy-work" project completed only to satisfy tradition, but otherwise irrelevant. Instead, it is supposed to be a mathematical treatise (not an educational study) on some topic appropriate to the secondary curriculum, written with mathematical rigor and precision.

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Professor of Mathematics; Chairman, Department of Mathematics
B.A., 1955, University of Oregon; M.S., 1958, Stanford University.

KENNETH E. BLAKER (1965)

Associate Professor of Education; Chairman, Department of Education
B.A., 1958, M.Ed., 1960, University of Arizona; Ph.D., 1965, Southern Illinois University.

EDWIN J. BROWN (1951)

Professor of Education (Emeritus)
B.S., 1922, Kansas State Teachers College; A.M., 1925, Ph.D., 1928, Stanford University.

MICHAEL W. CHAMBERLAIN (1970)

Assistant Professor of Mathematics
B.A., 1965, Pomona College; M.S., 1966, Ph.D., 1971, Stanford University.

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Assistant Professor of Education
B.A., 1956, LaSalle College; M.A., 1962, Villanova University; Ph.D., 1974, Arizona State University.

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Assistant Professor of History
B.A., 1956, University of San Francisco; M.A., 1962, Gonzaga University; S.T.M., 1969, Alma College; Ph.D., 1973, Brandeis University.

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Nat. Phil. Cand., 1948, Math. et Phys. Drs., 1953, Dr. Math. et Phys. Sc., 1959, University of Amsterdam, The Netherlands.

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B.A., 1954, Memphis State University; M.A., 1956, University of Notre Dame.

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B.A., 1968, University of California, Riverside; M.A., 1970, Ph.D., 1973, University of California, Los Angeles.

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A.B., 1948, University of Notre Dame; M.A., 1950, Ph.D., 1960, University of Pennsylvania

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JOYCE A. GERARD (1974)

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JEROME A. KROTH (1975)

Assistant Professor of Education

B.A., 1963, University of Michigan; M.A., 1965, University of Detroit; Ph.D., 1969, Florida State University.

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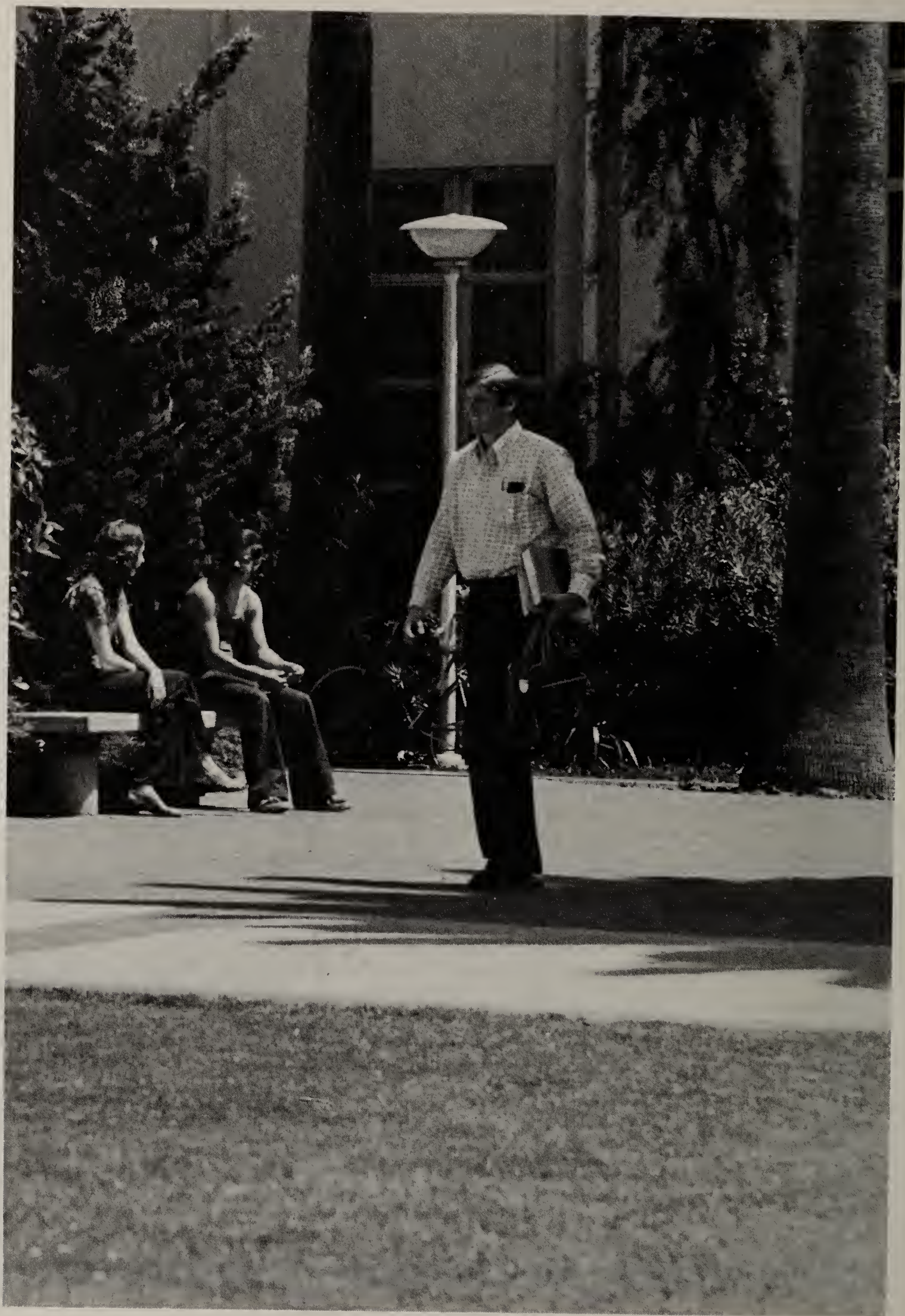
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